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ABSTRACT

This selection of social studies articles and books includes many references stressing the value o appropriate elementary grade instruction and emphasizing the need to move away from the traditional academic discipline boundaries. This annotated bibliography is one of a series of 18. Others are: SO 002 222 and SO 002 223. (Author/DJB)

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SOCIAL STUDIES INSTRUCTION

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Supported, printed and distributed by the Association Referral Information Service (ARIS) of the Ohio Education Association, Columbus, Ohio

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FOREWORD

This annotated bibliography is one of six prepared during the summer of 1971 for the Association Referral Information Service (ARIS). There are now 18 bibliographies in this series, all prepared from topics selected by the users of ARIS.

The selection of materials is designed to be broad enough to serve as a reference source for several topics. Recent publications and operating programs are included in these bibliographies; however, this series is not intended to be a thorough review of the literature. Hopefully school personnel will find the cited materials useful in completing their day-to-day responsibilities.

This series was prepared under the able direction of Mr. Rosario Poli, Reference Librarian in the College of Education at the Ohio State University. The initial selection of materials was the sole responsibility of the compiler. Citations with the ED number are part of the ERIC microfiche collection and the abstract is from Research in Education. The other abstracts were prepared by the compiler.

ARIS is an information clearinghouse operated as a part of the professional services of the Ohio Education Association. ARIS is primarily concerned with the identification and dissemination of innovative and exemplary programs in education. In addition to program descriptions users are furnished with references to printed materials, including a review of ERIC documents, and available bibliographies. Several other information systems have made bibliographies, and other reference materials available to ARIS, to supplement the major ARIS publications.

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Student Relations

Team Teaching

This selection of social studies articles and books includes many references stressing the value of appropriate elementary grade instruction and emphasizing the need to move away from the traditional academic discipline boundaries. During a time when we have lost the consensus on the goals of our society a revitalized social studies instruction is essential for the development of responsible citizen participation. BHM

American Values Guide (Farmington, Utah: Davis County School District, 1968). ED 041 787

This social studies curriculum guide for grades 5 and 6 is a product of the American Values Exemplary Center directed by Ralph H. Davis. The introduction describes a model program to introduce students to the functioning of local and national government through a student government program set up as an essential part of the social studies curriculum. Each classroom establishes a government modeled after a common form of city government and sends representatives to a constitutional convention. There students write a constitution establishing a federal system of school government to handle those areas not covered by school policy. Chapter 1 is a checklist for teachers to use in evaluating student attitudes; dignity and worth of the individual, belief in the value of self-government, understanding of democracy's privileges and responsibilities, and the use of intelligence to solve problems. Other chapters give objectives, purposes, procedures, and activities for establishing the need for government, classroom organization, national government, elections, and campaigns. Materials include: forms, procedures, and sample bills for classroom government; sample lesson plans for grade 5; and, activities and dramatizations based on American documents and symbols.

Ballard, Martin, *ed. New Movements in the Study and Teaching of History* (Bloomington, Indiana: Indiana University Press, 1970)

This book is the work of eighteen distinguished historians and teachers. The subjects they cover are those which most concern people active in the study and teaching of history and they provide an excellent map of the current scene. To insure an accurate picture of current concerns, more than 4,000 people actively engaged in the teaching of history were approached by letter as to what they thought it was most important to cover. Their replies yielded a consensus on the need to include various major subjects and each of these has been given a chapter. The editor has deliberately provided a forum for differing views to encourage the reader to form his own conclusions on subjects of active controversy. Instead of providing "an answer," the articles offer a great deal of authoritative information on those aspects of history that at the present time offer the

most challenge and excitement. The editor is Director of the Educational Publishers Council of England and a Fellow of Clare College, Oxford. His contributor's are, with two exceptions, British, and teach at secondary or university level in the United Kingdom.

Beck, Carlton E. and Jim Barak, *The Study of Society* (Scranton, Pennsylvania: International Textbook Co., 1969)

This is a set of readings to make clear the limitations of the new dominant trends in the methodology of social science as well as outlining a clear alternative. The readings, grouped around the three headings, "Is Social Science a Natural Science," "Understanding in the Social Sciences," and "Reorientation of Social Science Teaching and Research," outline the methodological foundations and some of the techniques of a nonpositivist approach to making the social studies "scientific" by building on what is known about the nature of the subject matter: man. A valuable summary (even though it is an indication of investigation that needs to be done rather than a survey of what has been successfully accomplished) is included.

Beyer, B. K., "Mandate for Change—Curriculum Innovation and Teacher Preparation in Social Studies," *The Social Studies*, Vol. 58:199-203, October 1967.

Most educators know that the social studies have for some time been in the throes of curricular change. Certain clear trends emerge from the revision and innovation of curriculum development projects now underway. Instruction in social studies is moving rapidly toward greater emphasis on developing skills—the skills in inquiry, of critical thinking, and of independent learning—on developing attitudes, and on value clarification. Teaching for factual knowledge is receiving much less emphasis; indeed, the content of the social studies is being increasingly viewed as a vehicle through which these other goals of instruction can be attained, rather than as the prime objective of this instruction.

Brown, James E. and Harold A. Wolf, *Economics: Principles and Practices* (Columbus, Ohio: Charles E. Merrill Co., 1968)

This textbook is more than an excellent model from which a one or two semester course can be fashioned. Not only is the content well arranged but additional information relating to the other social sciences, along with the interesting cameos of economics, enrich the material. The more than adequate bibliography, arranged by general reference and by units,

acquaints the students with reliable sources of information. Also the many primary sources listed in the bibliography will serve the teacher who is following the precepts of the New Social Studies.

Brubaker, Dale L., *ed. Social Studies in A Mass Society* (Scranton, Pennsylvania: International Textbook Company, 1969).

This is the third book in a series emphasizing "modern method" in the teaching of the stocial studies—those portions of the social sciences adapted for general school use—by Professor Brubaker of the University of California. Generally speaking, these offerings demonstrate why Johnny doesn't know history and has failed to achieve social and cultural maturity. Eight studies, the last two by the editor, cover a wide area and are divided in the book into four sections: The Culturally Disadvantaged, Religion and Philosophy, the Mass Culture, and Interdisciplinary Approaches. An interesting article by Hedley offers rationale for the teaching of philosophy at the high school level.

Cox, C. B. and B. G. Massialas, *Social Studies in the United States* (New York: Harcourt, Brace and World, Inc., 1967)

The central purpose of this critical appraisal has been to evaluate the quality and content of elementary, junior high, and senior high school social studies instruction in this country today. It provides both the experienced and the prospective teacher with creative suggestions on how to use and evaluate existing social studies materials and instructional procedures. It also suggests guidelines for future developments in social studies teaching. Should be a useful reference for college instructors, their students, elementary and secondary social studies teachers and school administrators who must deal with the perennial problems of textbook selection, course and curriculum planning and program development.

Cox, David, Thomas Koberna and Betty Nassif, *eds. Problems in American History* (New York: John Wiley and Sons, Inc., 1969)

Problems in American History is divided into four paperbound volumes: "Revolution and Response, 1607-1825," "Change and Progress, 1825-1900," "Power and Prosperity, 1898-1929," and "Challenge and Promise, 1930 to the Present." Together the books present twenty "problems" to students, with volume four containing the problems of the Depression, aggression, race relations, poverty, and world peace. In each "problem" students may find contemporary and secondary accounts, maps, cartoons, charts and pictures of artifacts, all interwoven with editorial comments, study questions and suggestions for further reading. As an anthology of historical

sources these volumes are excellent. For above average high school students they can be exciting instructional materials, replacing or supplementing the traditional textbook.

Eakin, Mary K. "Evaluating Social Studies Books," *Midland Schools,* Vol. 81:20-24, November-December 1966.

The librarian at Iowa State College discusses the problems of selecting and evaluating social studies materials. She devotes the first half of the article to historical fiction, concluding that the degree of historical accuracy demanded of the material will vary depending on the way in which it is to be used, but in no instance should the standards of good literary quality be sacrificed to the demands of a teaching unit. There is no excuse for giving pupils mediocre works of fiction merely because they deal with a particular country, an historical period or personality, or with a contemporary social or economic problem. The more poorly written the book, the less satisfactory it will be as a means for conveying acceptable social studies concepts. The author ends with a consideration of some of the sources of information about social studies materials. Most of these tend to emphasize high school and college books, with little or no attention to the elementary and junior high grades. More attention needs to be paid to the quality of books made available to students in the lower grades if children are to come to secondary history classes with a minimum of misconceptions and prejudices.

Eulie, Joseph, "Meaningful Tests in Social Studies," *The Clearing House,* Vol. 45:333-336, February 1971.

This article is concerned with the development of meaningful tests, based upon the author's work with two New York State Education Department committeess. It sets forth a list of goals toward which social studies teachers can work. These goals strive to avoid the two extremes of vagueness and irrelevance. They are both practical and measurable. What is needed is a means of measuring progress or mastery of these aims. The author's presents several examples of test questions which he formulated, all of them demanding recall, reasoning and the ability to make inferences. He concludes that if we are to move on to the more meaningful and exciting goals of understandings, generalizations, and the development of critical thinking in the social studies our testing instruments must be designed to measure these.

Fair, Jean and Fannie R. Shaftel, *eds. Effective Thinking in the Social Studies* (Washington, D.C.: National Council for the Social Studies 37th Yearbook, 1967)

This yearbook reflects several concerns—the healthy and intensive exploration that characterized the social studies during the sixties, dialogue among colleagues, and the controversy in the field. Inevitably, it also reflects the particular concerns of the editors and contributors. The volume is society-focused since educators cannot avoid a diagnosis of our contemporary society in terms of its unsettled and problematic aspects. The behavioral sciences are seen by some of the contributors as significant new areas in the Social Studies—as foci on the dynamics of human behavior. When human behavior is viewed causally, decision-making and attitudinal and value orientations become social processes and content. Therefore, a major thread running through several of these selections is the growing effort to take into account the role of values and the valuing process.

Fenton, Edwin, *The New Social Studies* (New York: Holt, Rinehart and Winston, Inc., 1967)

This concise volume reports to teachers, prospective teachers, school administrators, and interested laymen what Dr. Fenton learned while visiting social studies curriculum projects during the academic year 1965-66. Instead of passing judgment on individual curriculum centers or describing, catalogue-style, what each center was doing, he chose to write in general terms guided by his own background as a historian. He felt that the curriculum projects were concentrating their attention on students of above average ability. The projects revealed a bias toward high-ability, middle-class norms. Reading levels were high, and assumptions about what would interest the child presumed middle-class backgrounds. This leaves most of the materials turned out by the fifty project centers of limited use to the teachers who work with average or low-ability pupils.

Fenton, Edwin, *Teaching the Social Studies in Secondary Schools* (New York: Holt, Rinehart and Winston, Inc., 1966).

This text examines the nature of the current revolution in the teaching of social studies. It involved three clusters of objectives: (1) attitudes and values, (2) the use of a mode of inquiry involving the development and validation of hypotheses, and (3) a variety of knowledge objectives. Section I focuses upon the question of social studies objectives, while Section II explores the issues of the relationship between teaching objectives on the one hand and appropriate strategies and patterns of

deployment on the other. Section III is divided into chapters that attempt to identify some of the analytical questions that historians and social scientists ask of data, and chapters that demonstrate, through illustrative materials, some ways in which structure can be taught in the schools. Samples of the wide range of printed and audio-visual materials developed by the many national curriculum projects can be found in all sections.

Framework for the Social Studies (Austin, Texas: Texas Education Agency, 1970). ED 044 327.

This framework is intended to provide guidelines to local schools in planning total programs, and to serve as a basis for future state adoptions of new textbook materials. The purpose of the interdisciplinary program is to provide learning experiences that will lead to the development of self and effective human relationships in a democratic society. The program is planned as a total sequence so that learning is developmental and cumulative. Elements of the program include: curriculum design, instructional resources and physical facilities, and professional growth and development of teachers. The broad theme for the elementary grades is "Man and His World" which is designed to develop cross cultural understandings. As an integral part of the objectives, children learn and apply processes of critical analysis and concept formation, and values that lead to interpersonal skill development and effective citizenship. The secondary program summary includes brief descriptions for: 11 courses in American Studies, 6 courses in World Studies, and advanced Social Science Problems course in the techniques of investigation and inquiry; and introductory courses in: anthropology, economics, philosophy, psychology, and sociology.

Frankel, M. L. *Economic Education* (New York: The Center for Applied Research in Education, Inc., 1965)

Economic illiteracy has been a continuing concern to business, labor, and agricultural leaders, and government officials for many years. Educators have at last recognized that progress in our educational system, in fact its very preservation depends on economic literacy for all citizens. This book has compiled information that would be helpful to any school system as it develops a program to meet its local needs. The characteristics of good curriculum development are related to economic education and a bridge is thus established between the content and methods of teaching. A breakdown of the grade and subject area placement of economic concepts is given illustrating that economic education can and should be a pervasive theme treated sequentially from Grade 1 through Grade 12.

Fraser, Dorothy, *ed. Social Studies Curriculum Development: Prospects and Problems* (Washington, D.C.: NEA-National Council for Social Studies, 1969). ED 039 154

This volume contains a comprehensive collection of chapters which have been organized around the critical decision-making areas of curriculum development or reform. The critical areas discussed are: the conceptual structure or framework, curriculum organization (i.e., sequential approach, interdisciplinary approach), behavioral objectives, program content, instructional strategies (i.e., inquiry, discovery, simulation), and, learning materials selection and development. The major emphasis of this book was the overall process of social studies curriculum planning, design, implementation and evaluation, including methodology, techniques, and models. Illustrative materials and curriculum plans from various research and development projects, and, extensive references for each topic area have been included.

Fraser, Dorothy, "What's New in Curriculum: Social Sciences," *Nation's Schools,* Vol. 84:31-35, July 1969.

Increasing numbers of students are pursuing social studies programs which offer striking contrasts to typical programs of the '50s and early '60s. A painful search for new relevancy seems to be the keynote as five important trends emerge: (1) the importance of history declines, (2) economic emphases accelerate, (3) U.S. gives way to a world view, (4) instructional materials turn multimedia, and (5) the process approach gains momentum. The author, Coordinator of Social Sciences for the Teacher Education Profession, New York City Colleges, and past President of The National Council for Social Studies, describes innovative new social studies programs which try to counteract the fact that social studies had lost touch with reality and had been branded by students as the least-liked area of the school program.

Freidel, Frank and Henry N. Drewry, *America: A Modern History of the United States* (Lexington, Massachusetts: D. C. Heath & Co., 1970)

In some respects this is a conventional secondary-school textbook. It consists largely of clear and straight-forward narrative, chronologically organized. Bibliographies and illustrations alike show care in selection, and errors are rare. The book, however, departs from the traditional in that, instead of merely reciting events, it develops a theme—that of tracing changes in the lifestyle of the American people as economic, political, and other events occurred. The narrative credits minority groups with their contributions to the American experience, but its emphasis rests constantly upon the middle class as the dominant core of American society.

Literature and the arts are shown to be part of American life, not separate from it. Thus American history appears in a meaningful and rational pattern.

Gaskell, William and Jack Sheridan, "Team Teaching and the Social Studies in the Elementary School," *The Elementary School Journal,* Vol. 68:246-250, February 1968.

The authors describe the campus laboratory school at Central Washington State College where a new social studies curriculum is being developed while a new way of organizing for instruction is being tested. A faculty team working with a class sized group of intermediate students (formerly grades 4, 5, and 6) planned and implemented a skill development unit in the social studies. A unit on map skills was selected because of the ease of differentiating instruction with this content and because of the pupils' need for these skills in further study of the social sciences. The team set the goals, determined the scope of the unit, outlined a sequence of pupil activities, and administered diagnostic measures to pupils so that the planned instruction would meet the children's needs. Most pupils developed greater understanding and could use maps more effectively under differentiated instruction. Team members expressed satisfaction with the unit and its results. Pupils did begin at their own levels and learned at a pace that was appropriate to them.

Gerlach, Ronald A. "Educational Objectives and the New Social Studies," *School and Society,* Vol. 99:180-182, March 1971.

During the past decade the social studies have experienced a period of rapid change, extensive experimentation and creative innovation. Although a late arrival to the contemporary curriculum reform movement, the new social studies have led to some fifty national project centers producing an ever-growing number and variety of teaching units, instructional programs, and related publications. Still, successful implementation of the new social studies curriculum depends primarily upon the classroom teacher who is ultimately called upon to assess the value and to adopt those materials and instructional strategies which best fit his students' needs, capabilities and interests. To do this effectively and intelligently, the classroom teacher must possess a thorough understanding of, and clear commitment to, the new social studies and its objectives. This article defines the general course objectives of the new social studies and analyzes the current problems and difficulties which threaten their effective and widespread implementation.

Gibson, John S. *New Frontiers in the Social Studies* (New York: Citation Press, 1967)

The author is Director of the Lincoln Filene Center for Citizenship and Public Affairs of Tufts University which, since its origins in 1948, has been deeply concerned with and involved in curriculum research, development, and innovation in the social studies. The Center has continually emphasized the reciprocity between the social studies on the one hand and qualitative and positive behavioral patterns of civic competence on the other. This book is a complete revision of the author's earlier monographs which examined the new frontiers in the social studies, with particular emphasis on citizenship education. It examines goals for social studies students, the teaching learning process, instructional materials, and curriculum research, content, development, revision and evaluation and ends with a provocative "Challenge of Change."

Gibson, John S. "The Social Studies Teacher and Curriculum Change," *National Council for the Social Studies Yearbook,* Vol. 39:305-328, 1969.

This selection focuses on the proper role of the social studies teacher in the change process and how he can prepare to handle this role effectively. Current in-service programs and practices, especially those relating to a number of the social studies curriculum development projects, are explored, along with a discussion of some fundamental issues and innovative practices affecting the role of the teacher in bringing about change. Since the social studies teacher is the pivotal element in effecting innovations that will help young people gain the values, skills, and understandings they need in order to relate constructively to their social world, the search for ways to enhance the teacher's role in curriculum deserves a high priority.

Gross, Richard E. "Teacher Education for the Social Studies," *Education,* Vol. 88:130-135, November-December 1967.

Gross, a Stanford professor and President of the National Council for the Social Studies, feels that teacher education must be improved and brought up to date to keep in step with rapid changes occurring in the social studies. He discusses six vital areas in which improvements must be made. These include: (1) in-service and pre-service education, (2) general education (3) content and subject matter, (4) professional education, (5) the new technology, and (6) the pre-service teaching experience. He concludes that schools of education cannot meet all the demands of teacher preparation alone. Local schools, other institutions and agencies, state departments of education, and the academic departments of our universities must mount a cooperative, many-faceted attack upon the complex problem of shaping the best possible professional social studies educators.

Hartman, Clinton, "What Kind of Social Studies Materials for the Slow Learner?" *Social Education,* Vol. 34:153-160, Februrary 1970.

The development of effective social studies materials for slow learners continues to be one of the most important and challenging tasks facing educators. The author, a Texas high school social studies consultant, evaluates materials that are available today and ideas that hold promise for tomorrow. He advises school systems to classroom test on a limited basis a variety of these materials in order to identify those most suitable to their teachers and pupils. He cautions administrators not to "go overboard" in ordering all the variety of materials for slow learners on the market, but to acquaint themselves and their faculty with those which have proven valuable in similar school systems.

Henderson, Martha T. *Environmental Education: Social Studies Sources and Approaches* ED 040 062.

The purpose of this paper is to alert elementary and secondary social studies teachers to certain new approaches to projects and materials in environmental education in the context of education in general. It is also a guide to the use of other available programs. Selective rather than complete, the paper offers a sampling of programs social studies teachers will find provocative. Categories covered include: (1) programs which encourage individual inquiry and allow the child to explore and question, (2) projects emphasizing interaction between man and his environment, and the cultural patterns controlling man's perception of his environment, (3) programs using the local environment or community as an integral part of the study program, offering the direct involvement needed for learning "through" the environment, and (4) programs emphasizing "man in society" — the study of values, and related political, social, economic, legal and ethical ideas.

Hepburn, Mary Allaire, *Environmental Issues are Controversial Issues* (Washington, D.C.: NEA-National Council for the Social Studies, 1970). ED 045 532

The extensive social-scientific interest and continuing relevance of environmental study assure its immediate and long-range importance in the social studies. But the crisis atmosphere surrounding this issue threatens a thoughtful, systematic approach to the subject, and poses the danger of a careless rush to activity. As social studies educators, we have three major obligations: (1) to familiarize teachers with the ecological framework in which environmental issues must be viewed, (2) to alert teachers to the range of opinions on environmental action and stress that this, like other social issues, are controversial and must be so treated, and (3) to prepare

teachers to lead effective inquiry into questions of social action. The issue of population growth, for example, can be placed in the ecosystem framework by examining how increases affect food supply, proportion of land available to man in relation to other species, and overall support capability of the system. The range of opinions runs from warnings of imminent disaster to accusations by ethnic groups that birth control serves only to reinforce existing white dominance. Inquiry should proceed on the basis of an analysis of the underlying values and the kinds of sources of data upon which differing conclusions rest.

Howell, Kay M. *Teaching Vocational and Citizenship Education in Social Studies* (East Lansing, Michigan: Michigan State University, 1967). ED 022 022

A pilot project was conducted to determine if there was evidence to support an experimental program for comparison with the current, conventional programs of 9th grade social studies in the East Lansing, Michigan schools. The experimental program was one in which students were introduced into the world of work and spheres of the citizen within the broad context of "man and society" by use of a comparative cultures approach. Forty-four students were subjected to the experimental program and 50 to the conventional program. Pre-post measures of attitudes considered basic to citizenship behavior and several other instruments were administered to both groups. Data indicated relevant attitudinal change for both experimental and conventional programs. Data from a social distance scale favored the experimental on increased acceptance of racial and nationality groups. Tests of student self-concept of academic ability and self-identity indicated no differential effectiveness. Subjective student judgments indicated the experimental program was more interesting. The results of the pilot study were considered sufficiently promising to warrant the recommendation that a more comprehensive study be initiated.

Huus, Helen, *Children's Books to Enrich the Social Studies* (Washington, D.C.: NEA-National Council for the Social Studies, 1966).

This is a revised and expanded version of the author's earlier guide to supplementary reading material for social studies classes in grades 1-8. Under the heading "Living Together—at Home, In the City, In Our Land, and In the World" many trade books appropriate for junior high school and slower high school students who are investigating contemporary social problems are reviewed. Many of these books are useful to supplement or replace the timeworn standard textbook. All of the titles selected emphasize high literary standards as well as proven popularity with youngsters.

Johnson, Roger E. *How Readable Are Our Elementary Social Studies Textbook* (Anaheim, Calif.: International Reading Association, 1970). ED 043 459

Major investigations have shown that children care little for social studies as a school subject. Therefore, a closer look was taken at social studies textbooks in order to ascertain if the reading difficulty of the texts was an important cause behind the children's dislike. This study evaluated the reading levels of 41 social studies texts adopted by the state of Florida for grades 1 through 6. The interest level of the material, any teacher-provided motivation, and methods of instruction were not considered. At the primary level, the Spache Readability Formula and the Readability Graph were used. For the intermediate-level books, the Dale-Chall Formula for Predicting Readability, the Direct Grade Equivalent Table for the Dale-Chall Formula, the Flesch Readability Formula, and the Fry Readability Graph were applied. All 41 texts had reading levels at or above the grade level for which they were intended and 75 of the 128 readability levels obtained were above the designated grade level.

Jones, Megan P. and R. N. Warburton, *eds. Teaching Liberal Studies* (London, England: Longmans, Green & Co., Ltd., 1967)

This concise paperback volume has been compiled by the Hertfordshire Social Studies Committee to give aid to those involved in the teaching of Liberal Studies (the social sciences) to technical or vocational students. It draws on the views and experience of many British teachers of non-academic secondary students, and has great value for teachers of similar pupils in this country. In addition to thirty syllabi for such practical courses as "Earning and Spending," "Crime and Punishment," and "World Citizenship," it includes excellent chapters on methods of teaching, assessment in social studies, specimen lessons and short bibliographies. The use of audio-visual aides and the place of the library are also considered.

Kaltsounis, Theodore. *Teaching Elementary Social Studies* (West Nyack, New York: Parker Publishing Company, Inc., 1969)

This book is directed to experienced elementary school teachers and administrators. Unlike many methods texts it is not limited to the descriptions of ideal situations. The teacher is advised not only what to do, but also how to do it. New approaches and teaching strategies are illustrated throughout with actual teaching incidents. The book is divided into four parts. In part one the objectives of social studies are defined in behavioral terms. In the second part the author deals with guidelines which

provide structure and unity to the social studies curriculum throughout the grades. Also a model program is provided for the six grades of elementary school. The third part deals with planning for instruction and the various teaching resources. Part four is concerned with the evaluation of pupil progress as well as the evaluation of social studies programs. This is a good guide to bridge the gap between the old social studies and the new.

Kenworthy, Leonard S. *Guide to Social Studies Teaching* (Belmont, California: Wadsworth Publishing Company, Inc., 1970)

This third and thoroughly revised edition of an outstanding guide to social studies teaching, retaining the basic features and goals of its predecessors, includes much new material. There are several completely new sections—on the changing emphases in social studies, on problem solving, inquiry or discovery teaching, on games or simulation, and on the uses of overhead and opaque projectors. Kenworthy is also the author of many outstanding regional studies for use in elementary and secondary schools.

Kenworthy, Leonard S. *Social Studies for the Seventies* (Waltham, Massachusetts: Blaisdell Publishing Co., 1969)

A curriculum revolution is underway in the social studies with reexamination, reevaluation, and revision the order of the day. Social studies in the elementary school are undergoing careful scrutiny and experimentation. In this handbook Dr. Kenworthy does not analyze the innovative ideas and programs that are designed to shape elementary social studies during this decade, instead, he gives the reader practical lists on how to use socio-grams, opaque projectors, films, photos, resource persons, chalk and flannel boards; and huge quantities of "how-to-do-it" suggestions and bibliographies for studying communities, the United States and other countries.

Krug, Mark M. *History and the Social Sciences* (Waltham, Massachusetts: Blaisdell Publishing Company, 1967)

Professor Krug's book reveals several facets of his own unique experience and preparation. He demonstrates the fact that history must not be brought into the classroom as immutable fact, it must be humanized for instructional purposes. As a former teacher of secondary school students, he shows a sensitive awareness of adolescent's learning. This book, then, deals with the what and how of teaching the social sciences in high schools, with history predominating. Its themes are many and pervasive, but, most important, the author transcends all of these themes through imbuing a perspective of mankind, not just explicitly in the concluding chapter but implicitly throughout.

Krug, Mark, John Poster and William B. Gillies. *The New Social Studies* (Itasca, Illinois: F. E. Peacock, Inc., 1970)

Much progress has been made in re-thinking and revitalizing social studies instruction in elementary and secondary schools in recent years. Some of the developments which justify the use of the word "new" in this title include (1) innovative and searching inquiry into the social studies curricula, objectives, philosophy, and rationale; (2) intelligent search for new methods of instruction; (3) systematic and imaginative effort to find new approaches and new ways of teaching history, geography, sociology, anthropology, economics and political science on all levels, (4) publication by social studies projects of new teaching materials and the careful testing of these in a variety of schools, and (5) important effort to broaden the traditional history courses by an infusion of social science concepts and modes of inquiry. One purpose of this book is to analyze to what extent the materials meet the objectives set for them by their creators and how valuable they are for classroom instruction.

Leinwand, Gerald and Daniel Feins. *Teaching History and the Social Studies in Secondary Schools* (New York: Pitman Publishing Corp., 1968)

This book is directed primarily to the beginning and student teacher of social studies in the junior and senior high schools, but it also contains ideas which experienced teachers may use to vary their instruction, supplement their procedures, and reinterpret their teaching. The author's have emphasized the following five points: (1) effective social studies teaching is three dimensional in nature, (2) each teacher of the social studies is a curriculum maker, (3) each learning experience for students should be based on a single relevant concept clearly identified in what may be called the aim or theme, (4) the question is at the heart of the teaching strategy by which teachers draw out what students already know and build upon it with new insight and knowledge, and (5) without aiming to make social scientists of all students, we should provide them with opportunities to gain an appreciation of the work of the social scientist and an understanding of the tentative nature of knowledge and the process by which knowledge is created.

Lippitt, Ronald. *The Dimension of Change: In Our Society, Our Students, and Our Social Studies Curriculum* (Washington, D.C.: NEA-National Council for the Social Studies, 1969). ED 040 909

Writing from the point of view of a social studies curriculum planner or developer, certain questions are formulated which have relevance for teachers and curriculum leaders who are planning social studies education for the 70's. These questions have to do with: (1) trends in the societal

environment creating pressures for changes in social studies social science education, (2) major trends of present and future change in the lifespace of the young, (3) possible future curriculum and student transactions, (4) helps and hindrances in achieving goals, and (5) what first steps to take now. Listing ten societal trends and images of the future, and six trends in the lifespace of the young, the author extrapolates from them to describe elementary and secondary schools of the future. He considers these glimpses of future curriculum and teaching activities relevant to present-day planning, suggest problems and potentialities of trends toward change, and discusses possible first steps toward change in social science education, which will play a core role in school programs and the lives of the young.

Lowe, William T. *Structure and the Social Studies* (Ithaca, New York: Cornell University Press, 1969)

This volume results from a series of in-service education workshops held for elementary and secondary social studies teachers in New York State. The author-editor reviews, summarizes and comments on the presentations made to the study groups by academicians in the field of History, Geography, Sociology, Anthropology, Economics, and Political Science. He also reports in separate chapters on each of the above subjects, the discussions and the conclusions drawn by each study group. The book contributes to the presently evolving viewpoints about the role of "structure" in both the program and the instruction that characterize the social studies.

Marcus, Mildred R. "Introducing Economics to the Social Science Teacher and Student," *The Social Studies*, Vol. 62:63-69, February 1971.

Professor Marcus, of Manhattan Community College, offers a concise explanation of the increasingly important subject of economics to those social studies teachers unfamiliar with the discipline. She defines the training and the duties of an economist, and discusses the tools of analysis which they use. She explains the conflict that often occurs between economic theory and policy when policy may have to be modified in view of political, social or military conditions. The article continues with enlightening discussions of forecasting and planning and decision making. It concludes with the need for policy-useful research and the excellent long-term outlook for both professional economists and economic technicians.

McElroy, D. F. and R. K. Templeton, "The Social Studies Revolution: Implications for Teacher Education," *The Social Studies*, Vol. 60:105-109, March 1969.

Demands for change in the social studies have increased in intensity during the past decade. Calls for curricular and instructional improvement permeate the literature of the field—demands for the introduction of more (and better) economics, geography, sociology, anthropology, and political science into the curriculum. With substantial financial support from the U.S. Office of Education, "Project Social Studies" has more than fifty curriculum projects underway. They seek, basically, a twofold transformation of the social studies. First, the dominant position that history has long occupied in the social studies curriculum is being severely challenged by scholars in the social sciences. Second, revisionists call for teaching procedures that employ student utilization of a method of inquiry. The authors conclude with some practical and realistic proposals as to how educators can effectively train teachers capable of teaching "the new social studies."

Moore, Evelyn and Edward Owen. *Teaching the Subjects in the Social Studies* (Toronto, Canada: The Macmillan Company, 1966)

The authors accept, as a major purpose of the social studies, that elementary school children should begin to learn the thinking patterns, or structure, of the social sciences. They believe that this can best be achieved through units or activities that cut across subject barriers. They believe also that the well-prepared democratic citizen can think historically or geographically, and can think as an economist or as a political scientist, whenever these approaches are relevant to the assessment of contemporary situations. All procedures recommended in this handbook have been used by teachers in classroom situations—most of them in Canada, but many also in Britain, Australia, and in the United States. The work of these teachers gives promise of finally developing a curriculum in social studies that preserves the values of integrated studies of topics or problems but that avoids, through a multi-disciplinary approach, the confusion of the undifferentiated social studies.

Morrissett, Irving and William W. Stevens, Jr. *Social Science in the Schools: A Search for Rationale* (New York: Holt, Rinehart and Winston, Inc., 1971) ED 046 847

The focus of the volume is on reasons for selecting or not selecting any particular social science content, including history, for inclusion in the elementary and secondary social studies curriculum. Prominent authors from each of the social sciences—among them, Paul Ward, David Easton,

and Ronald Lippitt—describe the nature of their disciplines and their role in the curriculum. Discussants and authors cover a wide range of related topics, including many aspects of history, inquiry, learning how to learn, curriculum construction, cooperative and competitive relationships between social scientists and educators, teacher education, systems analysis, and some radical proposals for reorganization of the educational systems. An introductory chapter deals with the meaning of rationale as applied to curriculum decisions. Three concluding chapters—including one by Kenneth Boulding—deal with approaches to synthesizing the social sciences. The volume is based on a 1967 conference conducted by the Social Science Education Consortium.

Mugge, Dorothy J. "Are Young Children Ready to Study the Social Sciences?" *The Elementary School Journal,* Vol. 68:232-240, February 1968.

A few years ago Bruner declared that any subject can be taught effectively in some intellectually honest form to any child at any stage of development. Since that dictum, many educators have recommended that concepts and generalizations from the social sciences be taught to young children. To study young children's ways of viewing some aspects of a few of the social science disciplines, the author undertook to assess first-grader's concepts in the disciplines of geography, political science, and economics, as well as their concepts about time in relation to understanding history. She concludes that if young children are to be taught concepts and generalizations from the social sciences it will be necessary that teachers understand children's thinking and assess how their pupils are viewing the world.

Oliver, Donald W. and James P. Shaver, *Teaching Public Issues in the High School* (Boston: Houghton-Mifflin Co., 1966)

This is a progress report based on the first five years of the Harvard University Social Studies Project, from 1956 to 1961. It is intended for a wide audience of professional and lay people interested in the future of social studies education. It is the authors' conviction that the social studies have reached a crucial juncture in the schools. Thus, this book is meant to be in open challenge to current efforts to redefine the social studies in narrow academic terms. What Oliver and Shaver conceive to be the major issues in the present controversy over an adequate conceptualization of the social studies are presented. The experimental curriculum project reported in the Appendix moves into two neglected areas of educational research: the assessment of learning outcomes and the relationship between teacher style and student personality. Perhaps it will stimulate researchers to carry out needed studies in similar directions.

Olmo, Barbara M. "Questioning: Heart of Social Studies," *Social Education*, Vol. 33:949-952, December 1969.

Whatever name we select—guided inquiry, the inductive approach, reflective thinking, or discovery—the mode of inquiry provides a method of organizing content which formulates the structure of the particular discipline. The author describes a social studies methods class with the aim of providing experience for participants in: (1) analyzing and asking questions in micro-group and full-class sessions in a laboratory high school, and (2) preparing lessons especially designed to elicit questions in an analytical-discovery sequence. These prospective social studies teachers learned a great deal about the varying levels of thinking required, and they concluded that to accurately rank a question demands awareness of the whole lesson. Valuable for teacher educators, student teachers, administrators and all who are interested in improving and evaluating inquiry techniques.

Preston, Ralph C. *Guiding the Social Studies Reading of High School Students* (Washington, D.C.: NEA-National Council for The Social Studies, 1963) ED 012 638

This book discusses factors to consider in preparing a reading program for a high school social studies course. It presents explicit coverage on why reading at this level in this subject field requires guidance, how to provide for individual differences in reading ability, the way to read social studies textbooks, vocabulary, and the stimulation of reading interest.

Preston, Ralph C.,*ed. A New Look at Reading in the Social Studies* (Newark, Delaware: International Reading Association, Inc., 1969)

This small volume is a compilation of papers presented at the 1968 convention of the National Council for the Social Studies. The papers range over considerable ground, from elementary to adult level, and from the practical to the theoretical. The first paper presents a research-based discussion of the current role of reading in the social studies and useful directions for improving its status. The second examines one of the critical problems in reading in this area—the development of unique vocabulary—and succeeds in developing concrete suggestions for attacking the problem. The next two papers—reading in controversial issues and use of primary sources—are well developed points of view which are likely to encourage teacher innovation. The last article deals with the much more sophisticated concept of criticism and does so in a theoretical way which is likely to be of more interest to the reading or social studies specialist than to the teacher of youth.

Program on the Teaching of Psychology in the Secondary School (Washington, D.C.: American Psychological Association, 1970). ED 045 542

This report is intended as a source book for teachers of psychology, particularly at the high school level. Prior to the decision to produce this book it was recognized by the participants in a five-week project at Oberlin in the summer of 1970 that psychology is presented to students in diverse ways at this level—in courses designated psychology, social studies, biology, contemporary problems, and mental hygiene. They decided that only those courses that in some way treat the classic areas of the discipline (methods, learning, perception, social psychology, etc.) should be called psychology. Accordingly, it was decided to develop this resource. Included are: (1) reviews of tests, readings books, and laboratory manuals, (2) descriptions of journals, (3) a catalogue of audiovisual materials, (4) a listing of source materials for the teacher, (5) a listing of suppliers of equipment and animals, (6) a listing of popular collateral books, (7) the addresses of national organizations from which materials for instruction can be obtained, (8) a sampling of some methodological successes used by the program members in their teaching, and (9) some suggestions of ways to organize a first course in psychology.

Reynolds, Robert W. *et al, Guiding Children Through the Social Studies* (Washington, D.C.: NEA-National Council for the Social Studies, 1964) ED 044 317

This guide for elementary grade teachers is designed to present a perspective for the social studies which will enable teachers, and hence their students, "to discern coherence, continuity and preciseness in the study of human affairs." It reflects on interdisciplinary approach, based on the relatedness of the social sciences and strongly emphasizing the processes of concept development and generalization. Inductive methods are stressed in descriptions of learning situations showing relatedness between teacher purpose, pupil purpose, learning activities, accumulation of related sets of facts, concepts, subgeneralizations, and major generalizations. In the last two chapters consideration is given to learner characteristics and reasonable cognitive and behavioral objectives for the primary and intermediate grade child. A multidimensional study of home and community stressing generalizations about human interdependence is recommended for the primary level. For the intermediate grades, it is suggested that an in-depth, laboratory study of a particular culture can, when organized on the above principles, encourage children to better understand their own environment and to gain insights into the relatedness of school curriculum to problems of personal and social significance.

Robinson, Donald W., *ed. As Others See Us: International Views of American History* (Boston: Houghton-Mifflin Co., 1969).

The selections from fifty-six secondary school history textbooks published in thirty-one countries provide fascinating reading for the social studies teacher and students. The observations range from the surprising, to the outrageous, and the frankly eulogizing, but even the most objectively-written ones inevitably provide a new dimension to American history, and furnish data for a variety of intellectual exercises. Offering a glimpse into the process by which the thinking of young people in other countries is shaped, making available to our own students a fresh view of their countries past, *As Others See Us* should be in the libraries of all schools where American history is studied. The reading level is not difficult, and the editor has made obvious the points at which these textbooks diverge from ours.

Ryan, Robert P. "The Social Studies and Attitude Change," *Changing Education*, Vol. 4: 27+, Fall 1969.

Since social studies classes have traditionally been assigned the major role in the promoting of attitude change the author questions how successful they have been in achieving such change. After reviewing the research available in the field and conducting his own experiment he concludes that these courses have had little influence on the students' political attitudes, values, beliefs, and knowledge. If we wish to achieve improved race relations and a restructuring of our national priorities, Ryan believes that educators must look to a more effective method of classroom teaching, such as sensitivity training, and a more intense involvement of the school in the social issues of the community.

Salzman, Zdenek. *Anthropology* (New York: Harcourt, Brace & World, Inc., 1969)

Accompanying the current vogue for anthropology has been a multiplicity of introductory books in the discipline. Written by a professional anthropologist who has had many years of experience as a teacher and administrator in American private schools, this text is academically sound, well organized from a subject matter point of view, and written in a lucid readable style. The author's specialty within the discipline is linguistics and it is natural that the best portion of the book is that which concerns itself with language analysis and linguistic behavior. Definitely designed for the academically talented student, the text will have little value for "general track" classes.

Samford, Clarence D. "Social Studies: Then and Now," *The Clearning House*, Vol. 45:337-340, February 1971.

The author recently completed a study which compared the social studies in secondary schools from 1949 to 1954 with those of 1965 to 1970. By examining the writing during these two periods, he has arrived at certain conclusions, some expected and some surprising. He found that the total number of articles located for each of the two five-year periods was about the same, but the categories or areas emphasized changed considerably. For example; during the past five years there was a great increase in the number of articles on federal and state support of social studies projects, methods, and objectives, while there were considerably fewer articles on current events, intergroup and cultural relations, skills, and subject offerings. Proponants of the various social science disciplines have recently been promoting more offerings in anthropology, economics, geography, and sociology. More courses in Southeast Asia, Black History, the Near East, and Emerging Nations of Africa are being proposed. A good summary for the busy administrator or social studies coordinator of trends and projects nationwide.

Schwab, Lynne S. and Ambrose A. Clegg, *The Interaction of Decision-Making Style, Teaching Strategy, and Decision-Making Content Material in Social Studies* Paper for American Educational Research Association, 1970. ED 042 660

It is assumed that inference is at the heart of thinking and little is known about possible relationships between learners' decision-making styles and teaching strategies. Therefore, it was hypothesized that instructed children score higher on an inference test than those not instructed, and interactions occur between different decision-making styles and the reflective teaching strategy used in the instruction. Subjects were 42 white middle class fifth graders in two classes and two schools. A pre-, posttest 2x3 factorial design was used: experimental and control groups were divided into three categories of decision-making style—"overgeneralize, inference, and cautious" as determined by Hilda Taba's Social Studies Inference Test. The "reflective teaching strategy" consisted of a four week self-instructional programmed package designed to develop reflective thinking. Analysis of test results revealed no significant differences between groups on scores associated with inference, although an interaction pattern did emerge, it was not statistically significant. The interaction pattern suggests that children who do not have an inference decision-making style will need non-reflective teaching strategies to develop their inference abilities.

Selakovich, Daniel. *Social Studies for the Disadvantaged* (New York: Holt, Rinehart and Winston, 1970) ED 043 694

The object of this book is to help teachers in the difficult task of working with children who are experiencing various degrees of failure in the conventional secondary school social studies curriculum. The book has been written for in-service teachers in every community where such problems exist and for students interested in teaching social studies but who have yet to realize that such problems exist. The book is about equally divided between theory and practice. Attempts are made to answer practical questions such as, "how to motivate students," "how to help students with reading and writing problems," and the like. Learning theory is examined with a view toward selecting those aspects of theory most appropriate for application to the problems of the poor student. Theories with regard to reading and communication are examined and applied and several models for teaching thinking skills are presented and analyzed in terms of their usefulness in the classroom. Discussed are such topics as curriculum relevance, integration, employment, teacher values, and learning styles of the poor.

Shaver, James P. and Donald W. Oliver. *The Structure of the Social Sciences and Citizenship Education* (Salt Lake City, Utah: Utah Academy of Sciences, Arts, and Letters, 1965) ED 044 348

Can a structure be created that provides a broader and more valid base for the general education curriculum in the social studies than would the structure of social science disciplines? One alternative would be to focus on the making of decisions about public issues as the crucial element of citizenship behavior in a democracy. Using the common threefold definition, the structure would involve: (1) subject or field—making and affecting policy decisions in this society, (2) substantive concepts—those useful in describing and understanding the issues and the context in which decisions about them must be made, and, (3) syntactical or methodological concepts—those useful in arriving at rationally justified policy decisions. The social sciences have much to contribute to understanding crucial issues, but so do ethics, logic, and the humanities. In addition, some research evidence suggest that concepts will be better retained and more readily transferred to the non-classroom public controversy setting if the relevance of the concepts to handling an array of issues important to the society and to the student is made clear. It is clear that a citizenship education curriculum must be based on more than the structure of the social sciences, and must be developed at a level above that of the individual course.

Sheridan, Jack. "Children's Awareness of Physical Geography," *Journal of Geography,* Vol. 67:82-86, February 1968.

The current interest in changing patterns of content in elementary social studies led the writer to conduct an inquiry into the information which primary children bring to the teaching-learning situation. He selected and categorized thirty concepts basic to a study of physical geography, then administered an instrument containing an oral test and a picture test designed to measure each child's awareness of these concepts. The fifty-five first graders from Eugene, Oregon schools revealed a partial awareness of most of the concepts, with a tendency to focus attention on the striking features and to ignore the more commonplace attributes. The children's sources of awareness for the concepts varied; however, the greatest source of awareness was direct contact and television was the second most important source. The author concludes that television is introducing children to more spectacular phenomena and that the more common, present physical features are taken for granted but understood only superficially.

Shermis, S. S. "Six Myths Which Delude History Teachers," *Phi Delta Kappan,* Vol. 49:9-12, September 1967.

The author, professor of education at Purdue University, suggests that history be used as a source, not taught as a course. He feels that the reason for the failure of history courses is that teachers do not make proper use of history. In this article he examines myths, which seem at first glance to be almost self-evident truths, but prove on further examination to be misleading rationalizations, including: (1) there exists an entity called history, (2) history is, somehow, bound up with being a good citizen, (3) students really can't think about history until they first have the facts, (4) history means diplomatic, political, and military history, (5) it is possible to use history as a means of nationalistic indoctrination and also be scholarly, and (6) the only conceivable way of teaching history is to begin with 1607 and work your way up to the present.

Skeel, Dorothy J. *The Challenge of Teaching Social Studies in the Elementary School* (Pacific Palisades, California: Goodyear Publishing Company, Inc., 1970)

The wide divergence of current social studies curricula, the many suggested methods of teaching, and an abundance of available materials confounds the teacher's task today. This text is designed to aid teachers in teaching social studies by presenting the current thinking on content, teaching methods, and available materials. It is divided into six parts. Part

one discusses the importance of social studies in preparing children to enter the mainstream of society and describes social studies curriculum development at the local, state and national levels. Part two, Methodology, includes problem solving through inquiry, unit development, structure as a method of teaching, and special technique for the disadvantaged. Parts three through six present activities for practical application of the theories in teaching current affairs, international understandings, skill development in committee work, and map and globe skills. Also included is a discussion of the selection and utilization of materials and of the important aspect of evaluation of social studies instruction at the classroom, local, state, and national levels.

Smith, James A. *Creative Teaching Teaching of the Social Studies in the Elementary School* (Boston: Allyn & Bacon, Inc., 1967)

This, the fifth book in Allyn & Bacons' series on creative teaching, attempts to cull from the mass of research in the area of creativity those basic principles which pertain uniquely to the social studies. It tries to translate them into creative teaching acts so that children will not only learn the knowledge skills, values, understandings, concepts, and attitudes needed to take their effective place in society, but will also become self-realized through the development of the greatest of all human assets—their creativity.

Social Studies: 1970; Instructional Objectives for Grades 1-8. (Chicago: Catholic School Board, 1970) ED 046 854.

The objectives of this curriculum guide for teachers are to provide: (1) a unified list of yearly instructional objectives for each social studies classroom, (2) basic standards for measuring pupil progress, and (3) a guide for the continuous development in the social studies. The recommendations for each grade level cover: content sequence, materials, intellectual objectives, cognitive skills, and affective objectives. Recommendations emphasize: (1) local and international awareness, (2) problem-solving, roleplaying, and the development of pupil ability to choose relevant facts through inductive processes, (3) pupil self-learning of the causes and effects of human decision-making throughout the evolutionary process of human adaptation to and modification of our planet's environment, and (4) how to learn and how to apply the methods of the social sciences. The content for the primary grades includes economics and sociology about the family, communities, and cities. Anthropology, history, and geography are the concern in the intermediate grades. In junior high school, the political history of the United States, community

action and social problems, and problem-solving or critical thinking are of primary concern. A list of international, world, economic, social, environmental, citizenship, and governmental issues is included.

Social Studies for EMR Pupils: A Course of Study for Junior High Schools (Los Angeles, California: Los Angeles City Schools, 1969) ED 046 808

This course of study for the educable mentally retarded is one of three publications designed to provide for the sequential development of well adjusted, contributing, and self-supporting members of the community. It provides a developmental outline of learning activities and suggestions relating to instructional procedures. The specific objectives for the seventh grade include: (1) developing self-realization, (2) understanding and adjusting to the contemporary scene, (3) recognizing the value, function, and responsibility of the family in relationships with school, church, community, state, and nation, and (4) understanding how geography affects our culture. Those for the eighth grade pupils are: (1) becoming a responsible citizen, (2) becoming aware of historical events and appreciating the American way of life, and, (3) appreciating man's need for security and peace, understanding the United Nations. Ninth graders will be: (1) learning about understanding the way of life of people of other nations, (2) getting acquainted with occupational opportunities and developing economic efficiency, and (3) making proper use of leisure time.

"Social Studies Teachers and Urban Environment," *Social Education,* Vol. 33:675-678, October 1969.

Since the mood of so many present-day social studies teachers is marked by a sense of commitment, a willingness to become involved in issues, a determination to contribute to the rebuilding of society, *Social Education* asked mayors in key cities throughout the nation: "What can social studies teachers do to improve the urban environment?" The eight responses from the leaders of cities as divergent as San Francisco, Honolulu, Washington, D.C., Kansas City, Chicago, and Cleveland provide carefully considered suggestions, guidelines, and an eloquent plea for understanding and cooperation.

Torney, Judith V. and Robert D. Hess. *Teachers, Students, and Political Attitude Development* (Glenview, Illinois: Scott Foresman Co., 1969) ED 042 661

Distinctions between political socialization as beliefs about ideals, beliefs about the realities of governmental structure, as attempts at cognitive consistency, and as affective orientations toward the system, map out most

children's political orientations. The objects of these orientations are: (1) America as a nation and patriotic attachment, (2) government institutions and their personal representatives, (3) role of citizens as they comply with laws and participate in the democratic process, and (4) elections and political parties as organizers of conflict. The paper focuses on a description of the changes occuring with age in elementary school children along with considerations of the schools' roles in the process. Included also are sections on the factors that produce differences between childrens' attitudes and the ways teachers and parents participate in the socialization process, the characteristics of children that influence political socialization, and models of the socialization process.

Wesley, Edgar B. "Let's Abolish History Courses," *Phi Delta Kappan,* Vol. 49:3-8, September 1967.

The author is one of America's distinguished elder statesmen among historians and educators. Teacher, author, editor, and lecturer for more than half a century, he wrote the classic *Teaching the Social Studies* in 1936. It has gone through five editions, the last published in 1965. In this provocative article he advocates the abandonment of content courses in history and the substitution of undertakings that utilize sources. He urges that teachers become directors of research rather than hearers of lessons, and that students become producers as well as consumers of history.

Wheeler, Alan H. "Individualizing Instruction in Social Studies Through the Use of Children's Literature," *The Social Studies,* Vol. 62:166-171, April 1971.

The author, Professor of Education at the University of Vermont, has had experience at all grade levels as a reading specialist. He urges the increasing use of trade books as an integral part of the curriculum in social studies, since they are able to teach concepts and facts concurrently, in a manner more appealing and with more lasting effect than textbooks alone. The diversity of these books makes it possible for students to do research in any field of interest to them. Slower students may find that they can keep up with the class by reading trade books on their own reading level. These books can add a third dimension to the social studies; breathing life into people and places and giving children a feeling for what it is like to live in other times. The article concludes with a suggested list of trade books which will take children beyond the facts into the spiritual and aesthetic qualities involved in the human relationships of today and yesterday.

Wilder, Howard B., Robert P. Ludlum, and Harriett M. Brown. *This Is America's Story* (Boston: Houghton Mifflin Company, 1970)

Designed for a general high school course in American history, this third and updated edition, richly illustrated and incorporating many teaching aids, tries to achieve four objectives—a better understanding of the history of our country, an appreciation of our American heritage, the mastery of basic study skills, and the encouragement of critical analysis and thinking. A valuable aid for teachers of non-academic classes.

Wilson, Norman. "The New Social Studies: Understanding the Systems of War and Peace," *The Social Studies,* Vol. 60:119-124, March 1969.

The author, Director of the Antioch College Graduate School of Education at Putney, Vermont, is vitally concerned, along with myriads of social studies teachers, about the steady escalation of violence in our generation. He proposes working toward a system of trust and conflict-resolution in international relations, utilizing the results of scholarly efforts in the social studies classroom. Toward that end he outlines five insights from these efforts, and then discusses means by which they can be implemented in social studies materials and social studies classrooms. Although most of these insights are based upon common sense and conventional wisdom they have so far received little attention from social studies curriculum makers who could make a difference in helping to move our society toward a warless world.

Zodikoff, David. *Suggested Models for Developing Social Studies Comprehension* (New York: State University of New York at Cortland, 1970) ED 043 539.

Outlined are three instructional models that were developed in a preservice social studies course for junior year education majors. These interrelated models are structured as heuristic paradigms so that different types of content can be included within relevant areas. Specific attitudes, concepts, and skills are related to appropriate content from the social sciences—economics, geography, history, political science, sociology. The attitude-content model is concerned with five attitude areas: social responsibility, independent thinking, democratic living, empathy, and group cooperation. The concept-content model considered both the emotional and intellectual levels of concept comprehension, and accordingly, the skill-content model included affective and cognitive objectives.

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